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ABSTRACT

GRADES OR AGES: Grade 9. SUBJECT MATTER: Social studies: political parties and elections. ORGANIZATION AND PHYSICAL APPEARANCE: The place of the unit in the social studies K-12 program is explained with suggested ways of initiating the unit. The content of the unit is presented in four columns: content, teacher direction, learning activities, and resources. Additional material includes evaluation criteria and suggestions for bulletin boards and political action. The guide is mimeographed and staple bound with a soft cover. OBJECTIVES AND ACTIVITIES: General performance criteria are given in the introductory material. Specific activities are listed as part of the main content. INSTRUCTIONAL MATERIALS: Texts, books, pamphlets, and other materials are listed. STUDENT ASSESSMENT: A brief section contains suggestions for student self-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED054106

Social Studies Curriculum Development Program

Unit IV

The United States: Government on a Large Scale

Part D: Political Parties and Elections

9th Year

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Pilot Teachers:

Dorothea Williams, Deadwood
Donald Newton, Douglas School
Joann Haanstad, Mobridge
Milo Downs, Tabor
Martha Gubbrud, Volga, Editor of Unit

State Department of Public Instruction
Dr. Gordon A. Diedtrich, Superintendent
Pierre, South Dakota

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Social Studies, K-12
Unit IV-D, Political Parties, 9th Year

Overview of the Unit

As citizens of the United States we greatly prize our basic rights and freedoms, our representative form of government, and our many economic and social advantages. However, we do not always recognize the basic responsibilities that we must accept in order to retain our rights.

This unit is merely a portion of the attempt to guide students into recognizing and understanding the many pressing problems of our complex world. The political party, as an institution itself, reflects the demands of the people within it. The citizen who refuses to vote because he is too indifferent, provides a weak link in our democratic system.

The functioning political party recognizes that there are other methods than its own. The functioning political party seeks to achieve its goal through winning democratic elections. In other words, the political party not only supports the democratic system, but contributes to it.

To The Teacher

Here is a unit prepared for you by your fellow teachers and tested in classrooms. It is one of several units outlined for each year in the new social studies program adopted by the State Board of Education and the State Department of Public Instruction. Many teachers have accepted and are already using the basic ideas in the Social Studies Guidelines, K-12. We hope you find this unit of value as you put it into action with your students. A sample, or model, unit is available at each grade level by making a request to the State Department of Public Instruction.

First, study the Social Studies Guidelines, K-12, for an overview of the new program. Understand the philosophy and purposes. Examine the structure and the meaning of the conceptual framework for perspective. Note the continuity of the 13-year program. Read and think about the year's program that is to involve you.

Specifically, the overall purpose of each unit is the development, or postholding, of two or three of the major concepts taken from one or more of the sciences. Each year the concept will be taught again at a more mature level with deeper understanding with richer and more complex content. (As you help students to grow intellectually, you are performing a professional task. The total planning of a school staff will yield the greatest returns for students.)

In addition to intellectual development, you will see emphasis upon skill development which must be sustained continuously for refinement. Skills must be learned to the point of application upon need. Think about the state of a child's skills when he comes to you. How well does he use and apply what he has learned? What new skills is he ready to learn? For example, can he gather new information efficiently? Can he organize his data? Can he use several kinds of resources? Can he put aside irrelevant data? Consider skills of making inferences, hypothesizing, generalizing? Do we plan to teach the uses of the atlas, the dictionary, the globe, maps, charts, diagrams, and cartoons?

Added to purposes of teaching a unit is the belief that attitudes are taught by planning. Attitudes, less tangible than the other two kinds of learnings, seem to come without direct teaching, but a consciousness that they are being taught is vital to the success of the learning. What attitude will you foster toward democracy, voting, safety, conservation, race, "the government", law, and the hundreds of concepts that make up social studies content?

Second, unify time, content, and teaching procedures to help students gain insight into their own learning. Plan around the objectives you set and the means you select to evaluate the growth of students during the unit.

Units are designed to encourage greater uses of the inductive method when appropriate for better learning. Students are to gather information from more than one resource that they might learn to compare and contrast sources of data and weigh evidence. Students must be taught to differentiate between relevant and irrelevant data, to perceive relationships, and to make tentative statements. Hopefully, we may lead students to trust and direct themselves and to become more creative in their thinking.

Inductive approaches include using problem-solving and inquiry methods. The use of them implies that students are to become involved in their own learning and take responsibility for the results. This growth alone justifies explaining and using a performance description, called performance criteria, of what a student is to do as evidence that he is learning. Too seldom have we demanded that the efforts of teaching show results in its counterpart, learning by the student.

Steps for moving from Social Studies Guidelines, K-12 to daily procedures in the classroom:

Step I Select several appropriate basic concepts from the six social sciences

History

2. Human experience is continuous and interrelated. All men, events, and institutions are the outcome of something that has gone before. Man is a product of the past and is restricted by it.
3. History is a record of problems that men have met with varying degrees of success.

Anthropology

2. Human beings everywhere shape their basic beliefs and behavior in response to the same fundamental human problems and needs.

Sociology

4. Every group tends to develop various social processes and institutions which reflect its values and norms, to give order and stability to relationships among people.

Political Science

1. Society, through political institutions, resolves problems not solved by other institutions.
3. Political ideals, values, attitudes, and institutions develop and change over a period of time.
4. Democracy is a form of government in which decision-making is in the hands of the people who make their desires known through voting, political parties, and pressure groups. Democracy seeks to protect the rights of the individual and those of minority groups.
5. Responsible citizenship involves active participation in the process of governing.

Step II Translate the broad concepts into specific ones by using the content

1. The political party has changed over time because the ideals, values, and attitudes of the people who make up the party have changed.
2. The political party is a political institution of society.
3. The political party is a way for the citizens to participate in the control of government.
4. The political party depends upon active members for its source of strength.
5. No one political party has always been successful.
6. No one political party has always been a failure.
7. Politics are related to other problems that face society and can be viewed as including aspects of sociology, economics, religion, and international problems and needs.

Step 111 Channel out of the concepts the general objectives that provide direction for teaching the unit.

1. Attitudes
   a. To create an awareness of the student's role as a member of a democracy.
   b. To create an awareness within students that their responsibilities are heavier and more demanding than those in a totalitarian political system.
   c. To attempt to develop an attitude of tolerance toward the ideas of others.
   d. To encourage the student to base his ideas on political awareness rather than biased opinions or pre-judgments.
   e. To attempt to build an attitude of appreciation for the problems which political parties have faced and an acceptance of both parties successes or failures.
   f. To encourage students to use and become a part of political organizations to meet their needs as social creatures in a complex society.

2. Knowledge
   a. To help students to gain knowledge by reading, discussing, and writing about:
      1) the organization and development of the party
      2) the requirements and responsibilities of the United States citizen
      3) the goals of parties and the necessity for informed citizenry to set these goals--political, economic, and social.
   b. To interest and guide students to independent research and to evaluate what they read and hear.

3. Skills
   a. To encourage students to:
      1) listen courteously and attentively to others' ideas
      2) recognize that there are various ways of looking at the same problem
      3) use the methods of a social scientist--polls, surveys, mock elections
      4) use reference material and current periodicals
      5) develop generalizations.
   b. to build an understanding that party politics can and do consistently change.
   c. To attempt to read and listen with an open mind to the beliefs of others.
   d. To support one's own ideas and beliefs with analytical thought.
   e. To build an awareness of political terms and names known to the political world.
   f. To make oral and written reports or discussions of their views and to be prepared to defend their views logically.

Step IV Refine general objectives into specific objectives that guide the daily planning

1. To develop a working definition of a political party.
2. To identify the development of the various political parties in the United States.
3. To explain the framework of the party.
4. To compare and contrast party goals with party realities or practices.

Performance Criteria

1. Students will bring news of candidated and issues to class and discuss information. (interest and motivation)
2. Students will ask about and/or debate about their choice of candidates. (interest and application of knowledge)
3. Students will explain the way a party is organized and question where he might fit in. (fact and personal application)
4. Students will give reasons why parties developed and are needed, and how they have developed to present form. (facts and cause-effect relationships)
5. Students will explain some of his specific duties as a United States citizen and question how he can use and develop his responsibilities. (fact and application of knowledge)
6. Students will organize and work (art work, speech activities, time involved, etc.) for his party in mock election. (motivation and application of knowledge)

Suggested Ways to Initiate the Unit

Idea 1

Have pictures of candidates on bulletin board before unit is to begin. Listen to the incidental talk about the candidates and/or issues.

Idea 2

Write on board a statement of a controversial school issue. Plan directed discussion: (1) What is the problem? (2) Is it controversial? (3) What are the assumptions to be made? (4) What are the major points to be discussed? (5) What are the semantics of the situation--generalities, color-words, "loaded" words? (6) What logic supports each side? (7) Where are the emotional danger zones?

Idea 3

Use an appropriate and timely quote from a politician or political party defining politics. Open discussion in order to arrive at a working definition for the class.

Idea 4

Use word association game and create a potential "political" vocabulary. Say a word to the class, e.g., politics, politician, election, and ask for the first word that comes to mind.

Idea 5

Use front pages of several different newspapers. Compare lead stories. Hypothesize about the politics of the editor and the community. Discern reasons for front page emphasis or de-emphasis, whichever it is. Analyze the use of facts and the implications.

CONTENT	TEACHER DIRECTION
I. Definition of a political party A. Facts 1. Goal of party is to control government by winning elections. 2. People are primary power source, the "grass roots". 3. Party members agree on basic principles of government, such as free elections, federalism... 4. Party members may disagree on other principles and methods; parties have dissenters and "wings". 5. Compromise is a vital component.	Prepare bulletin board of candidates: 1. Do students recognize the faces? 2. Do students know their names and biographical facts? 3. Do students understand enough about the candidate to predict political behavior if elected? Develop needed vocabulary, e.g., politics politician political party Use a controversial school or local community issue to show how involved some people become, how useful facts can be, how emotions may outstrip logic, and how compromise becomes one means of settling problems temporarily.
B. Generalization many types of political parties exist in the United States in the world. 1. Examples: Communist Party (Russia) Socialist Party (Sweden) Fascist Party (Spain) Labor Party (Britain and Canada) 2. Differences in political parties 3. Similarities - does each example fit the definition of a political party?	Present a variety of front-page news stories. Note balance in terms of political accounts. Study writing of news slanting in terms of the editor and his columns. Move from local scene to political accounts of national activities. Analyze controversy.
C. Summary Parties arise to meet the need of human beings for political order. Different ideologies result in different party goals. The United States political party has similarities and differences in terms of other parties in the world. One chief difference between a United States political party and totalitarian parties is the role of the citizen.	Finally, move to the meaning of international politics. Help students recognize differences among countries and how their ideologies and cultures make international political harmony a never-ending world problem.

LEARNING ACTIVITIES

Ask students to gather data on candidates. Use techniques of the social scientist.
- Read to gather data
- Interview sources
- Listen

Add to the bulletin board center so that information may be gained as a basis for class discussions.

Use vocabulary in discussions. Keep a record of words learned and applied in unit.

Carry out intensive discussions, in small groups. Hold students responsible for facts. Help students present facts and viewpoints courteously and with regard for feelings, attitudes, and viewpoints of others. Hold each small group responsible for generalizations and summaries.

Students read and analyze many newspaper articles - news stories and editorials. Draw inferences about the community in terms of the local paper.

Read the historic accounts of political parties and their development. Keep a time chart relating effects of economics and sociology upon political behavior and changes.

Read accounts of current political activity in several countries. Students group themselves in order to study in depth the meaning of the political scene in, e.g.,
- China
- Spain
- Argentina - or others

Read from contemporary sources and relate each day's happening in the selected country. Each group will present its findings to the class.

RESOURCES

GENERAL BIBLIOGRAPHY

I. Texts and Books:

1. Apathy, Am. Educ. Publications Unit Book.
2. Book of the States, Council of State Gov't, Chicago.
3. Burns, James M., Deadlock of Democracy; Four Party Politics in America: Prentice Hall.
4. Elections '68, Congressional Quarterly.
5. Campbell, Agnes, The American Votes: Wiley.
6. Fenton, Edwin, People and Parties in Politics.
7. Key, V.O., Jr., Politics, Parties and Pressure Groups, 4th ed., New York: Thomas Y. Cromwell Company.
8. Loeb, Marshall and Wm. L. Safire, Plunging Into Politics: McKay.
9. Practical Political Action, The Lincoln Filene Center for Citizenship and Public Affairs, Boston: Houghton-Mifflin, 1962.

II. Pamphlets and material to write for:

1. AFL-CIO Committee on Political Education (815 16th St. N.W., Washington, D.C.) How to Win.
2. American Foundation for Continuing Education (19 South LaSalle St., Chicago, Ill.), Case Stories in American Politics.
3. American Heritage Foundation (11 West 42nd St., New York), Good Citizen.
4. American Telephone & Telegraph Co. 195 Broadway, N.Y.), The Primary Step to Your Future.
5. Committee on State Sovereignty, (910 17th St., N.W., Washington 6, D.C.) The Citizen in Politics: A Guide to Precinct Level Action That Will Win Elections.
6. Democratic National Committee, (1730 K. Street N.W., Washington 6, D.C.) (write for information)

CONTENT	TEACHER DIRECTION
II. Development of political parties in the United States A. Facts 1. As soon as opinions over the Constitution became organized parties were developing. 2. The political party, past and present, has been forced to pay attention to the demands and needs of the people. 3. In the United States third parties have come and gone as their ideas or men were assimilated into existing programs and groups. 4. The two-party system has persisted, but different parties have gained or lost control. 5. Demands and needs of the people change with time and are influenced by many factors such as economic, sociological, international changes. 6. Review history of parties. a. Federalists and Anti-Federalists. b. Whigs, Republicans, Democrats... c. Third parties.	Direct students into forming political parties among class members. Provide a set of guidelines developed through Part I - Definition of a Political Party Develop understanding of historical account of political parties in the United States. Give some emphasis to backgrounds of third parties, e.g., Know-nothings, Bull Moose, Prohibition. Direct students in the making of a time line that shows relationships to the rise and decline of parties. Provide titles of fiction selections on politics past and present. Encourage students to read by offering them illustrative passages demonstrating the challenge of the book. Explain the role of the political boss in the United States politics. Analyze several examples and encourage and assign wider reading 1. Boss Tweed 2. The Pendergast Machine 3. Huey Long
B. Generalizations In the United States, party development is directly correlated with changes that have taken place in other spheres of thought (economic, sociological)? 1. Is this generalization true of all political parties? (England's Conservative - Labor Party politics?) 2. Why must parties change as ideology changes?	
C. Summary Despite Washington's warning against the development of factions, parties arose. The parties in the United States have always worked toward the goals of society that have been agreed upon, but citizens need to dissiminate about their needs.	

LEARNING ACTIVITIES

GROUP PROJECTS
OR
PERSONAL GROWTH ASSIGNMENTS

1. Collect pictures of various aspects of political campaigns.
   a. Candidates
   b. Trips
   c. Appearances and speeches
   d. Fund-raising dinners
   e. "Baby kissing"
2. Keep a vocabulary card file or chart
3. Keep a running account of the present political campaign. Use a notebook or some ingenious system of picture collections, news stories, and data.
4. Have a role-playing debate in which students representing citizens of other countries compare their responsibilities as voters. (Russia, China, Spain, others).

Students outline steps for the forming of a party. Divide group into two parties. Develop platforms. Clarify issues. Discuss officials needed. Set up candidates and hold an election. Carry out as many details as possible - campaign slogans, campaign buttons. Strive for building a party that gives the welfare of society top priority.

Add to class growth by reporting individually or in small groups on third parties. Have students encourage class to ask questions of discussants. Post slogans of the parties.

Develop a time line that can be posted and referred to at discussion or study time. A small group of students could have this responsibility.

Plan panel book reports among groups.

Hold group discussions on the political boss selected. Follow with total class on comparing and contrasting political bosses and their times.

RESOURCES

7. House Document No. 530, (write to your Congressmen), Our American Government, 1967.
8. Employee Relations, Inc. (19 West 34th Street, N.Y.), If You Couldn't Vote in Free Elections.
9. Harsch, Joseph C., The Role of Political Parties, U.S.A. Carrie Chapman Memorial Fund, Ind. (5225 Sycamore Ave., N.Y.)
10. Election Laws, Local Election Board in county or precinct. (free)
11. Metropolitan School Study Council (525 West 120th St., N.Y.) Participating in Presidential Elections.
12. Republican National Committee (1625 Eye St. N.W., Washington 6, D.C.)

III. Fiction Books for able readers:
1. Drury, Allen, Advise and Consent,: Doubleday.
2. Krebel, Fletcher and Charles W. Bailey, Seven Days in May, N.Y.: Harper & Row 1962.
3. O'Connor, Edwin, The Last Hurrah, Boston: Little, Brown and Company.
4. Orwell, George, Animal Farm.
5. Warren, Robert Penn, All the King's Men.

IV. Films
1. State Film Library, Division of Supervised Study State University Station Fargo, N.D. 58102
   "How We Elect Our Representatives" (1963)
   "Voting Procedures (1955)"
   "Political Parties (1952)"
2. Film Library
   South Dakota State University
   Brookings, S.D. 57071

The Hidden Persuaders, Vance Packard

CONTENT	TEACHER DIRECTION
III. Structure of the Political Party A. Facts 1. Relationships exist between and among federal, state and local levels of party. 2. There are comparisons and contrasts between party offices and elective offices the party seeks. 3. The individual plays a role within the political party. 4. The party structure makes informal changes in party structure - convention method, delegate selection... 5. The party establishes goals for election. a. primary vs. general elections b. off-year elections c. off-year work of the party 6. The party establishes means to retain its power.	Present overhead transparency on party structure at levels of government. Stress the citizen and voter who are supporting the pyramids of both government and the party. (See Addenda: Party Structure vs. Government Structure) Plan written experience for students to help determine whether information discussed by students is merely verbalized or whether it has meaning. For example, ask for a paragraph that might begin: "If I were a member of the ____ party today, I would urge the following plank in the party platform because _____" Evaluate paragraphs with students Encourage students to analyze the human need for order. Give many examples: 1. Knowledge is classified a. History is an orderly chronicle b. Sciences have their taxonomies c. Linguists seek to help us know our language by giving it order 2. Groups choose a pattern of organization a. Families b. Clubs c. Societies d. Business e. Government 3. Historically, patterns and orders change How does a change in one part of a structure affect other parts? Give several analogies: 1. Remodeling a house 2. A plan for using farmland 3. A guaranteed income for every person Is there an ideal form of selecting political leaders? Create controversy and require students to give reasons, to use logic, and to support their statements. Hold buzz sessions to examine viewpoints of party decision.
B. Generalization Organizations of groups of human beings have some acceptable structure through which they can function. This framework may be formally or informally altered as time brings changes. 1. Compare political party organization with the organization of other groups to which you belong. 2. Contrast these organizations.	
C. Summary Human experience has greatly influenced party organization. The parties developed to unite diverse opinions; there have been successes and failures. Parties change and reshape themselves.	

LEARNING ACTIVITIES	RESOURCES
Learn the levels of the structure to the degree of being able to describe likenesses and differences. Locate names of people presently identified with the structure - county committee chairman,...	
Invite a party leader to come as a guest speaker. Arrange for student committee to interview him for local paper. Hold open question period for the class members who have prepared questions before the guest arrives.	
Read and discuss party duties and responsibilities. Students consider roles that might possibly interest them.	
Students will apply learnings through a brief written paragraph.	
Review and recall the kinds of family organizations (See 7th year program). Describe organization or various groups to which you belong. How would you make changes?	
Discuss changes that might improve national politics. Trace back through the basic structure to find what else must change - electoral college, e.g.,	
Discussion of the ways to improve the selection of political leaders in a democracy.	
Buzz session about such a problem as: "What should a party member do if a candidate he does not approve of is endorsed by the party?"	

CONTENT	TEACHER DIRECTION
IV. Party goals and party realities in the United States. A. Facts 1. The party is a component of the election process. 2. Campaigns, with reference to public influences, have problems. 3. Party leaders and candidates have roles and duties. 4. The role of the citizen-voter is vital to party strength. 5. At each level of government election laws exist, e.g., a. Electoral college controversy b. Run-off elections 6. Current news offers party stories in action. 7. The local community and the state serve as areas of study	Prepare a bulletin board of political cartoons. Identify the election year, the issues involved and the political parties. (Stretch these across an historical era, e.g., 1900-1925) Use pictures on opaque projector if necessary. Teach the importance of election laws by describing several 1. Colonial days 2. Regarding sex 3. Regarding religion 4. Regarding taxes Encourage students to be aware of role of Supreme Court decisions.
B. Generalizations "No party can be stronger than its weakest members." - The key to successful parties rests with active citizens. 1. From students' experiences what school activities seemed most successful? Why? 2. Can any group of people or organization reach its goals without the people in the group participating or contributing. In what ways does this apply to political parties?	Teach students by examples, the danger of fallacies, the tricks of semantics, and the power of persuasion 1. Glittering generalities 2. False analogies 3. Name calling 4. Others -- Give practice in clarifying the abuse of language when used to deliberately mislead people. Have a dozen or more sentences for students to rewrite - on the board, mimeo copies, or overhead transparency.
C. Summary Problems of the political party are correlated with problems of democracy in general. Citizens must be responsible. Citizens who are responsible must not only be aware and informed, but be analytical. They cannot afford to believe repetitive words; rather they seek objectivity, logic and truth.	

LEARNING ACTIVITIES

Discuss cartoons. Each small group might work with only one or two. Later, the class can put together the series for total learning. Define the issues and clarify the outcome of the election.

Extend knowledge of election laws by reading resources. Look at former restrictions and trace changes - discrimination against race and sex, e.g.

Lead into a controversy of the voting age today. Should the age be lowered? To 19 years? To 18 years?

Clip from newspapers and contemporary magazines information pertinent to elections. Keep the bulletin board alive.

Find additional example in current publications, campaign speeches, advertising:

1. Glittering generalities
2. False analogies
3. Name calling
4. Other fallacious reasoning

Rewrite sentences to express ideas objectively.

RESOURCES

Group Projects or Personal Growth Assignments

1. Hold a mock election, either a primary convention, or general election, and include as many activities of the party as possible - campaign techniques, writing up ballots, organizing election day workers...
2. Organize a student government day with local officials. Do not neglect appointive power.
3. Write a nominating speech of a preferred candidate.
4. Poll the community on current or past election and analyze results.
5. Plan a get-out-and-vote campaign for the next election.
6. Make a field trip to campaign headquarters.

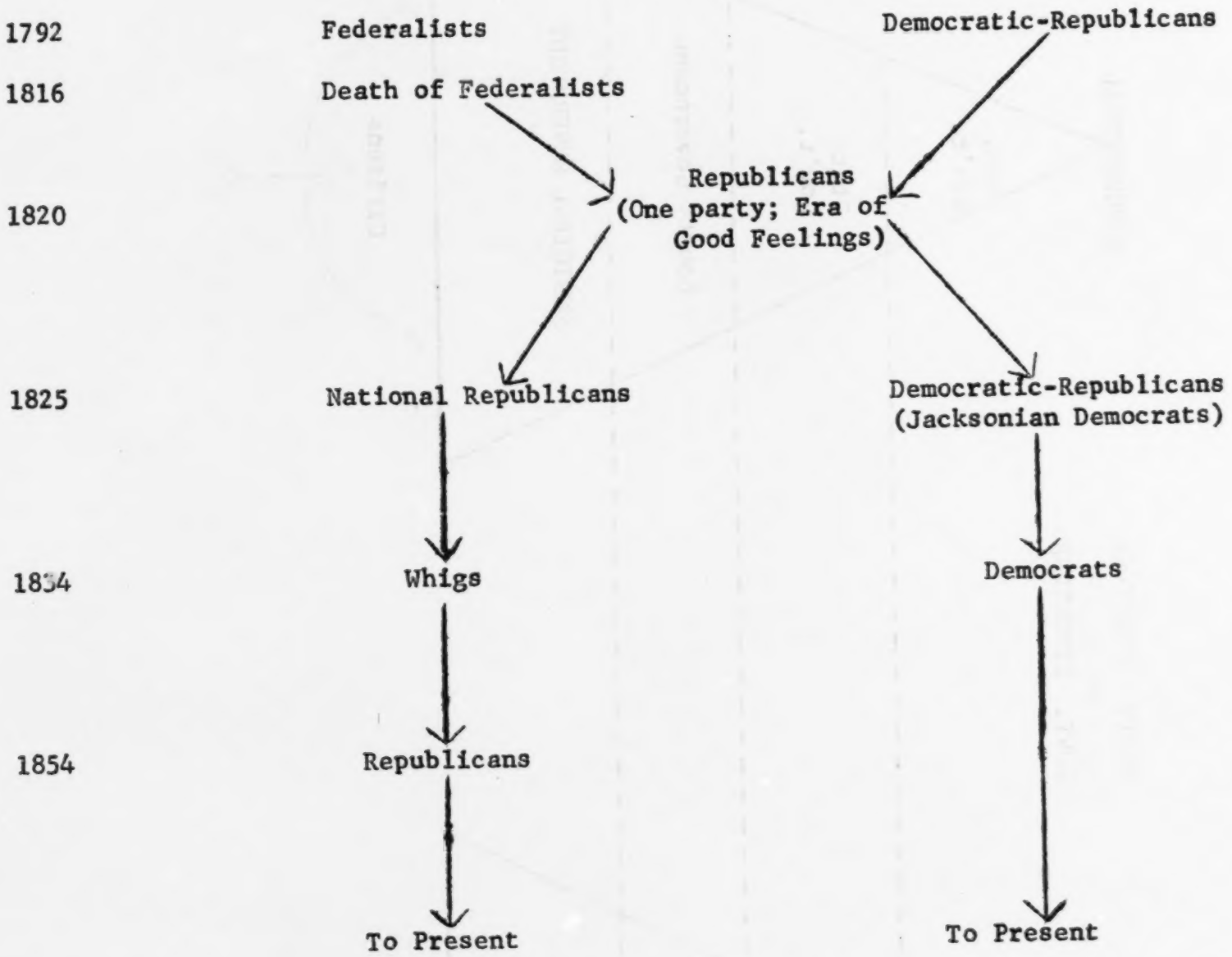
Evaluation

I. Student self-evaluation
   A. Can each student analyze his growth in information and in skills?
   B. Does each student express his own need for further growth?
   C. Does each student indicate interest (by out-of-school reading and discussions) in government?

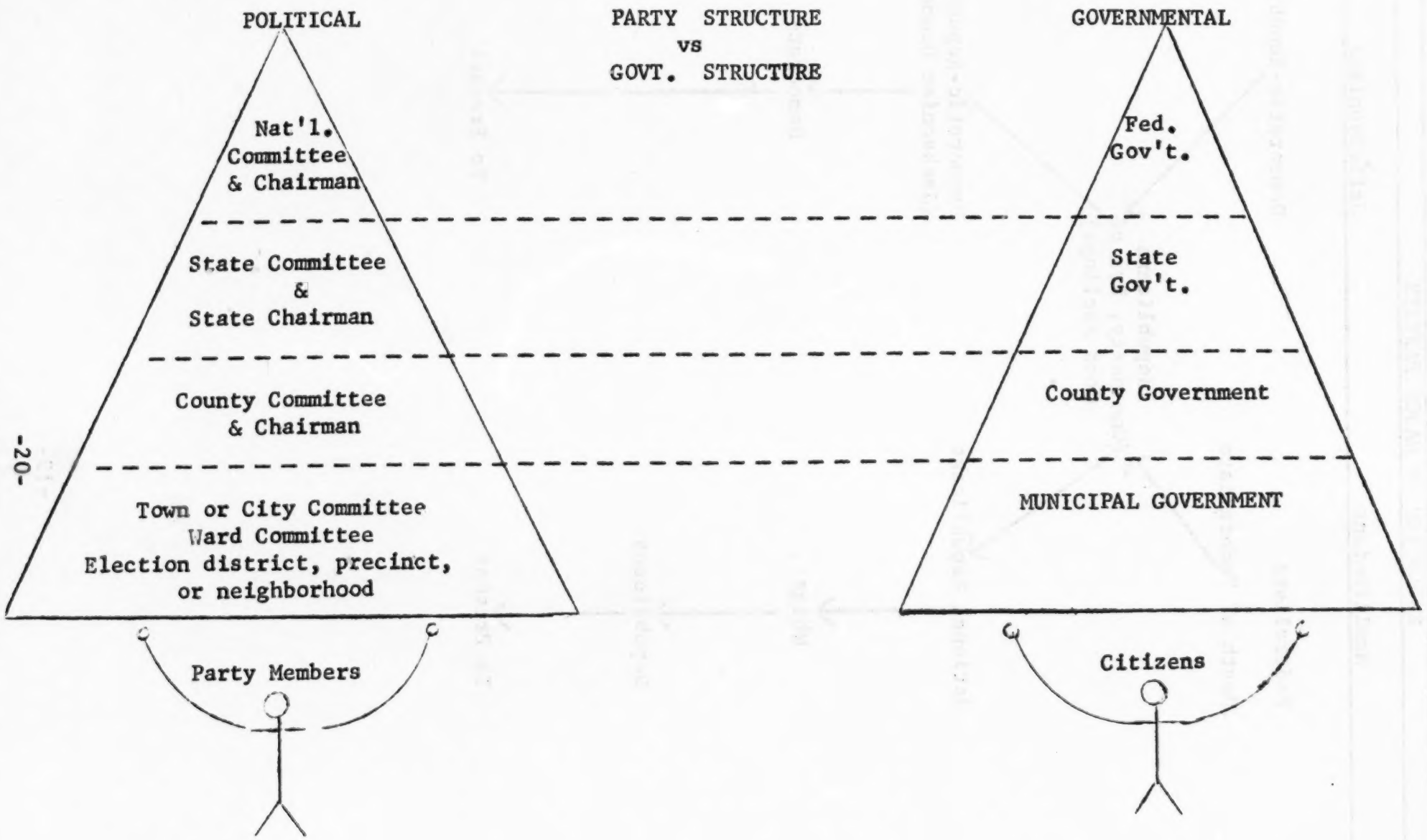
II. Teacher evaluation of students
   A. Listen to students' expressions of ideas (and/or changes in viewpoints).
      1. In buzz sessions
      2. Class discussions
      3. Debates
      4. Incidental discussions with other students
   B. Observe the application of principles during mock elections
   C. Check growth in the ability to organize and classify data concerning the outline of a structured summary of responsibilities of the United States citizen.
   D. Check quality and quantity of individual work done with vocabulary and a political notebook.
   E. Give objective test over party politics and political vocabulary.
   F. Give subjective test with essay questions on basic party structure and goals.
      Example: Explain the following statement and tell why you agree (or disagree). "Politics ought to be the part-time profession of every citizen." Dwight D. Eisenhower

III. Teacher self-evaluation
   A. Did my contributions assist students in intellectual growth?
   B. How might I have been more effective in planning and carrying out my purposes with students?
      1. Did I express prejudices?
      2. How did I deal with controversy?
      3. Why were some students apathetic?
         Were the issues discussed not applicable to their experiences.
   C. How can I direct students in applying what they learned as their roles as citizens? Do they recognize the importance of their own daily behavior?
   D. How can I build on the objectives that guided us during this unit?

EVOLUTION OF MAJOR PARTIES



Approach: Part III - A



THE TWO POLITICAL PARTIES, 1793-1800

Federalist Features	Republican (Jeffersonian) Features
Rule by the "best people"	Rule by the informed masses
Hostility to extension of democracy	Friendliness toward extension of democracy
A powerful central government at the expense of states' rights	A weak central government so as to conserve states' rights
Loose interpretation of Constitution	Strict interpretation of Constitution
Government to foster business; concentration of wealth in interests of capitalistic enterprise	No special favors for business; agriculture
A protective tariff	No special favors for manufacturers
Pro-British (conservative Tory tradition)	Pro-French (radical Revolutionary tradition)
National debt a blessing, if properly funded	National debt a bane; rigid economy
An expanding bureaucracy	Reduction of federal officeholders
A powerful central bank	Encouragement to state banks
Restrictions on free speech and press	Relatively free speech and press
Concentration in seacoast areas	Concentration in S. and S.W.; in agricultural areas and back country

SUGGESTIONS FOR POLITICAL ACTION

(from Practical Political Action)

Precinct Work

Preparing voter index cards and lists
Phone calls (to get people to register and vote)
House to house canvassing
Recruiting party workers
Providing transportation to polls
Poll clerk
Registration clerk
Poll watcher
Registration watcher
Block captain
Precinct Leader

Campaign Work

Publicity
Public speaking
Arranging speaking engagements
Speech writing
Making phone calls (to get people to register and vote)
Distributing literature
Planning and putting out mailings
Manning sound truck
Preparing posters, streamers, etc. and distributing
Designing buttons, car stickers, etc.
Buying time and space in advertising media
Research
Legal work
Filing
Typing

Meetings, Rallies, Social Events

Planning programs
Planning and running money - raising dinners
Acting as MC
Ticket selling
Bookkeeping (receipts and expenditures)
Planning and running a rally
Decorations
Organizing parades
Obtaining speakers
Briefing speakers
Escorting speakers to meeting places

Advanced Work

Ward chairman or leader
Town chairman or leader
County chairman or leader
Campaign manager
Finance chairman, publicity chairman, etc.
Serving in an appointive office in government
Candidate for office

Methods: Part IV Addenda IV

Poll on Political Awareness of Community

PROCEDURE: Students obtained map of town from Chamber of Commerce and drew up polling block assignments. Poll was done by interview method. Students wrote poll by themselves and returned home to criticize poll and analyze results.

NAME NOT ASKED: but could be volunteered

OCCUPATION:

AGE RANGE: 21-30_____ (check one)
31-40_____
41-50_____
51-60_____
61-over___

MALE or FEMALE (circle one)

Which of the following candidates do you favor for the Republican and the Democratic Nomination? (check one in each column)

_____Stassen	_____LBJ	_____Wallace
_____Nixon	_____McCarthy	_____Other
_____Reagan	_____Humphrey	
_____Rockefeller	_____Rusk	
_____Romney	_____Clifford	
_____Kirk	_____Other_____	
_____Other_____		

(students had place to comment on how well person knew names, etc.)

Are you a registered voter? Yes No (circle one)
(students shocked at answers: "Yes, I'm a U.S. citizen.")

Did you vote in the last election? Yes or No

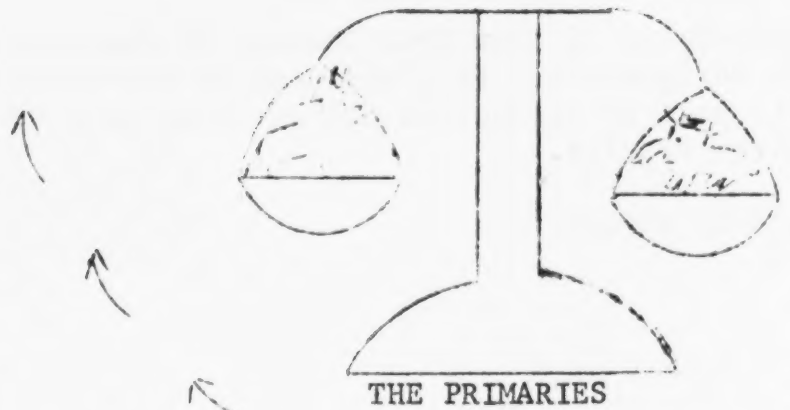
Who do you think will win the upcoming election?

What general policy do you favor in Viet Nam?
_____escalate
_____de-escalate
_____remain the same

BULLETIN BOARD: POLITICAL PARTIES

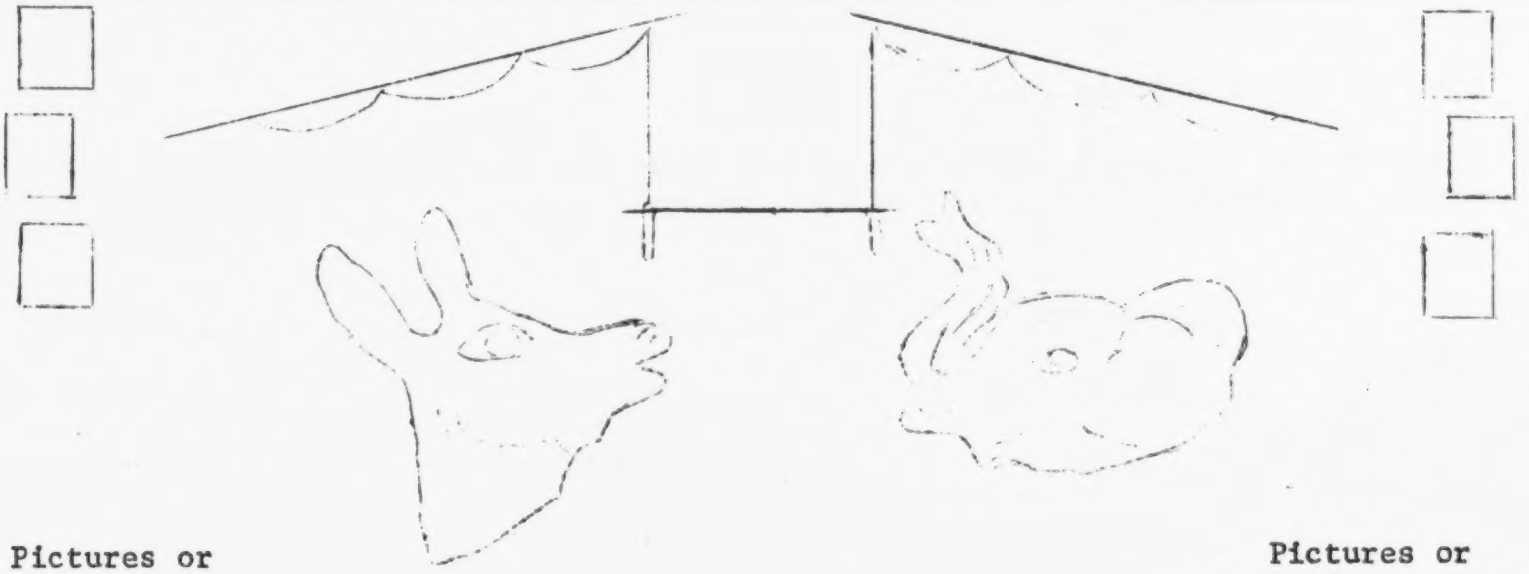
Addenda V

SCALE



List Primary States and dates in order.

THE PRIMARIES



Pictures or News articles

Pictures or News articles

THE POLITICAL CATOON

PREFERABLY STUDENT DRAWN

DEATH OR WAR

PEACE

UNCLE SAM

JOHN Q. PUBLIC

CURRENT PRES-IDENT

TYPICAL POLITICAL CARTOON SYMBOLS IN MIDDLE